

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small> <div style="text-align: right; font-weight: bold; transform: rotate(90deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 10:21 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>	
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
<u>Schedule #1—General Information</u>			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
DeSoto Independent School District		057906	N/A
Vendor ID #	ESC Region #	DUNS #	
75001316	10	006195077	
Mailing address		City	State ZIP Code
200 E. Beltline Road		DeSoto	TX 75115
Primary Contact			
First name	M.I.	Last name	Title
Michelle		Howard-Schwind	Assistant Superintendent of Curriculum
Telephone #	Email address		FAX #
(972) 274-8212 ext 8209	m.howardschwind@desotoisd.org		(972) 274-8209
Secondary Contact			
First name	M.I.	Last name	Title
Dolores		Raivzee-Bell	Project Director, Afterschool Programs
Telephone #	Email address		FAX #
(972) 223-6666 ext 8296	dolores.raivzeebell@desotoisd.org		(972) 274-8209
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Larry		Watson	Interim Superintendent
Telephone #		Email address	FAX #
(972) 223-6666 ext. 8218		larry.watson@desotoisd.org	(972) 274-8209
Signature (blue ink preferred)		Date signed	

Larry Watson
Only the legally responsible party may sign this application.

April 25, 2018

701-18-111-063

Schedule #1—General Information

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): Not Applicable

End date (MM/DD): Not Applicable

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> Participant and enrollment data will be entered in August or September, depending on the center schedule. Attendance data will be entered daily or weekly. Exception reports and data corrections will be completed and reviewed by the project director Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Texas Education Agency
Standard Application System (SAS)

Schedule #3—Certification of Shared Services

County-district number or vendor ID: **057906**

Amendment # (for amendments only):



I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	057906 DeSoto Independent School District	Dr. Larry Watson 	(972) 223-6666 ext 218 larry.watson@desotoisd.org	\$176,170
Member Districts				
2.	0579060001 DeSoto High School	Arista Owens-McGowan 	Telephone number A.OwensMcGowan@desotoisd.org	\$214,934
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 057906			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$391,104

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

DeSoto Independent School District (DISD), a local education agency and recipient of Title I funds, is requesting consideration from the TEA for funding of DeSoto High School **Project SOAR** (Student Opportunities Achieve Results), an out-of-school-time (OST) program specifically designed to improve student academic achievement and support overall student development and improved outcomes in a predominantly minority, educationally-disadvantaged community, for 200 students who are identified as most in need of academic assistance. These students will benefit from an array of supplemental OST program incorporating engaging evidence-based academic supports and enrichment. **Project SOAR** activities will: focus on areas of need as determined by a thorough needs assessment; align with TEKS and STAAR; reinforce and complement classroom instruction; and be balanced across Texas ACE four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. **Project SOAR** is strategically designed to meet Texas ACE goals to help students meet state and local academic achievement standards and to help students graduate ready for college and career. As such, the overarching goal for **Project SOAR** is to provide an accessible, engaging OST learning center for DISD High School students, families, educators, and community which improves the following outcomes for students: Academic Performance; Attendance; Positive Behavior; Grade Promotion Rates; and Graduation Rates. This goal directly aligns with DISD's mission "to prepare each student academically and socially to be a problem solver and productive citizen for a 21st-century global society." **Development of Budget:** Developed in cooperation with DISD Superintendents, Executive Director of Innovative Programs, Principal, and Advisory Council, budget costs are based on "cost per student" and "cost per center" formulas provided in the PRIME Blueprint for Texas ACE to ensure the center has sufficient resources to run an efficient, effective ACE program. **Demographics:** DeSoto High School, serving a population of which 50.8% are at-risk, is in critical need of a supplemental educational structure that empowers **high-need students** to improve academic performance, promotion rates, and graduation rates, to assist these students in becoming college and workforce-ready. **Project SOAR** will provide an all-inclusive program beyond the regular school day that will offer a wide array of engaging supplemental academic, STEM, and enrichment opportunities to 200 students and 50 parents annually, focusing on those students identified as at risk of academic failure or drop out. **Project SOAR** activities will begin August 27, 2018, and will continue through the Summer of 2019 and ongoing thereafter, resulting in 42 total weeks of service annually. Activities will engage students in active learning through innovative, evidence-based instructional techniques, academic supports, and behavioral interventions. **Services include:** 1) targeted, TEKS aligned, evidence-based academic interventions, enrichment, tutoring, and homework support to students identified in most need of academic assistance; 2) Interactive social-emotional, enrichment activities; and a 4) Summer Session to minimize summer learning loss and support learning in all core and enrichment areas. **Management Plan:** Currently operating USDOE GEAR UP from which **Project SOAR** participants will also benefit, DISD is uniquely qualified to operate and manage an educational grant of this magnitude. The district has established an **Advisory Council and comprehensive management plan** to ensure the **Project SOAR** receives consistent, high-quality management. Supervised by the Executive Director of Innovative Programs, **Project SOAR** will hire a full-time Project Director to provide overall leadership and oversight, ensuring optimal programming. A Site Coordinator will ensure high-quality project services are effectively implemented. Project Director and Site Coordinator closely monitor the program to ensure consistent, high-quality management. A Family Engagement Specialist will plan and implement culturally-relevant family programs. **Evaluation Plan:** The primary objective of the **Project SOAR** evaluation plan is to provide quantitative and qualitative information about participants and to evaluate the relationship between program participation and the proposed outcomes: academic achievement, attendance, and behavior. **Project SOAR** evaluation design will assess the effectiveness of program activities and measure the progress toward program goals. A comprehensive evaluation will also be conducted by an independent evaluator firm, EGT Institute, Inc. Evaluation results will be used to refine, improve and strengthen the program. **Statutory and TEA Requirements:** DISD has completely and accurately addressed all statutory and TEA requirement throughout this proposal. **Ongoing Commitment to Program:** DISD and partners are committed to providing innovative, high-quality research-based OST activities and services that will result in positive youth outcomes. DISD Board of Directors has endorsed and is committed to the goals and ongoing sustainability of this program as validated by a written letter of support signed by the district's LEA (attached). DISD will apply for grants and has enlisted the support of community partners to ensure program funding from other sources beyond grant funding. Successful implementation of a quality program will result in continued support and funding opportunities, and, **Project SOAR**, school leadership and community partners are dedicated to continuing this high-quality program to benefit high-need students.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 057906			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$206,886	\$0	\$206,886
Schedule #8	Professional and Contracted Services (6200)	6200	\$93,000	\$3,000	\$96,000
Schedule #9	Supplies and Materials (6300)	6300	\$68,218	\$0	\$68,218
Schedule #10	Other Operating Costs (6400)	6400	\$20,000	\$0	\$20,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$388,104	\$3,000	\$391,104
4.184% indirect costs (see note):			N/A	\$8,896	\$8,896
Grand total of budgeted costs (add all entries in each column):			\$388,104	\$11,896	\$400,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$211,934	\$3,000	\$214,934
Administrative Cost Calculation					
Enter the total grant amount requested:					\$391,104
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$19,555
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057906			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		2	\$26,400
2	Educational aide			\$
3	Tutor		4	\$23,040
Program Management and Administration				
4	Project director (required)	1		\$65,000
5	Site coordinator (required)		1	\$36,000
6	Family engagement specialist (required)		1	\$22,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$
27	Subtotal substitute, extra-duty, benefits costs			\$172,440
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$206,886

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057906		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Texas Instruments - assistance in technology training including coding, summer internships and digital technology workshops for students	\$25,000
2	Project Still I Rise - Financial Literacy, summer math workshops and participation in local mathematics competitions through math club program	\$23,000
3	YMCA - Health & fitness workshops for students and parents; provide Certification classes in CPR and First Aid for students and parents	\$12,000
4	Cedar Valley College (Primary Partner) - STEM summer programs for students, pre-STAAR Test workshops and continuing education courses for parents	\$15,000
5	University of North Texas - Early College Coursework for 11th-12th grade students in basic studies, resources for summer internship opportunities, and resources for scholarship programs	\$10,000
6	Community Artists – Fine Arts Instruction	\$5,000
7	Evaluator - EGT Institute, Inc	\$3,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$93,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$3,000
(Sum of lines a, b, and c) Grand total		\$96,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057906		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$68,218
Grand total:		\$68,218

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$17,000
Grand total:		\$20,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: Bachelor's degree in Education in a related field; Master's preferred. Minimum three years of experience in an educational and/or social work setting, and program development, marketing, implementation, data reporting, evaluation and fiscal/budget management; experience in management of 21 st CCLC or afterschool/summer school programs preferred.
2.	Site Coordinator(s)	Qualifications: Bachelor's degree in education; Master's preferred. Texas Teaching Certificate with a minimum of three years of experience in teaching in an elementary school setting with at-risk children. Experience implementing and organizing non-traditional educational programs.
3.	Family Engagement Specialist	Qualifications: Bachelor's degree in education. Three years of experience in: coordinating family self-sufficiency programs; working in an educational, social service or family support setting with diverse groups; and outreach to and relationship-building with local community agencies.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. OST activities align academically with school day	08/27/2018	07/19/2019
		2. Provide prescriptive tutoring and homework help	08/27/2018	07/19/2019
		3. Provide engaging project-based learning activities	08/27/2018	07/19/2019
		4. Adapt instruction to meet student needs	09/17/2018	07/19/2019
		5. Evaluate performance to improve quality of activities	09/17/2018	07/19/2019
2.	Improve Attendance	1. OST activities and services circulated widely	08/01/2018	07/19/2019
		2. Provide innovative fitness & wellness activities	08/27/2018	07/19/2019
		3. Activities reflect student/family voice and choice	08/27/2018	07/19/2019
		4. Activities and services expanded to meet needs	09/10/2018	07/19/2019
		5. Consistent student/staff/parent communication	08/27/2018	07/19/2019
3.	Improve Behavior	1. OST activities align with PBIS/SEL strategies	08/27/2018	07/19/2019
		2. Sports focus on cooperative groups/team building	08/27/2018	07/19/2019
		3. Students' and families' engaged in active learning	09/10/2018	07/19/2019
		4. Increase in ELP, self-esteem, and self-confidence	09/10/2018	07/19/2019
		5. Increase in student & family involvement in school	09/10/2018	07/19/2019
4.	Improve Promotion Rates	1. Intentional student recruitment	08/01/2018	07/19/2019
		2. Provide prescriptive tutoring and homework help	08/27/2018	07/19/2019
		3. 5E's incorporated into activity lesson plans	08/27/2018	07/19/2019
		4. Family Academic Nights specific to learning gaps	09/14/2018	07/19/2019
		5. Continuous implementation of best practices	09/24/2018	07/19/2019
5.	Improve Graduation Rates	1. SAT prep curriculum integrated into OST activities	08/27/2018	07/19/2019
		2. Individual graduation/college/career guidance	09/14/2018	07/19/2019
		3. Provide virtual & on-site college visits/career fairs	10/09/2018	07/19/2019
		4. Provide data-driven instruction and tutoring	08/27/2018	07/19/2019
		5. Involve students and parents in decision-making	08/27/2018	07/19/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

During the planning stages of this application and development of the proposed **Project SOAR**, DeSoto ISD conducted comprehensive community and campus needs assessments to identify the specific needs of students, families, and the community. Several data sets including campus level data, student level deficiencies, and student and parent voice were reviewed. Multiple objective data sources were consulted including annual state standardized test scores (STAAR-EOC), Texas Education Agency (TEA) 2016-17 district and campus Texas Academic Performance Reports (TAPR), DeSoto ISD's district and campus improvement plans, school performance reports, Kids Count data, U.S. Census Bureau data, and DeSoto ISD student and parent surveys. In addition, focus groups were held with students, parents, and school administrators and teachers. **Community Assessment:** A thorough, systematic community needs assessment was conducted to determine the need for this after-school center, to identify meaningful activity types, to locate community resources, and identify gaps in services. With a current enrollment of 9,742, DeSoto ISD is a small, suburban district 15 miles south of Dallas in north Texas. DeSoto is primarily populated by minority residents who are isolated economically and educationally, oftentimes having to travel to Dallas for employment and educational opportunities. A high percentage of African-American, Hispanic, single parent, and under-educated residents live in this area. According to the U.S. Census 2010-14 American Community Survey estimates, DeSoto's total population including Glenn Heights consists of 60,237 residents of which 68% are African-American, 10% are Hispanic, and 42% are high school graduates with no college. Of the 6,037 households with children under the age of 18, 21% are minority, single, female-led family households and over 29% of families fall below the poverty level. **Student and Parent Surveys:** As part of this community assessment, DeSoto ISD conducted surveys during the planning stages (Spring 2017) to determine the needs of local students, parents, and families, including working families. Parent surveys indicated a high need for safe and engaging after-school programs for their children (84%), adult education (49%), and college preparation programs for youth and adults (74%). Parents also reported wanting opportunities to learn more about what their child is doing in school (76%), how to help their children with their academic studies (72%), and how to better prepare their child for success in college and career (79%). **Asset Mapping:** Asset mapping was conducted to examine available community resources. This systemic process: (1) yielded detailed information about the community; (2) inventoried existing community strengths/resources to avoid duplication of similar activities and to leverage and maximize resources; (3) generated a map of geographic proximity of services; and (4) prioritized the community's needs to further guide planning of activities and services. **Results:** The aforementioned systemic process revealed that less than five afterschool opportunities are available in the surrounding community; these are located at a minimum of 8-10 miles away, with most available only at significant cost. Besides being unaffordable, these programs do not provide the array of services that will be embedded into the design of the proposed **Project SOAR** in order to specifically address family/student needs. **Campus Assessment:** TEA 2016-2017 TAPR data revealed that student population at DeSoto High consists of: 80.9% (2,601) African-American, 14.6% (470) Hispanic, 63.9% (2,055) low-income, and 50.8% (1,633) at-risk students. STAAR-EOC data for 2016-17 demonstrated that DeSoto High School's student performance in STAAR-EOC was significantly below state results for Reading and Math, where only 54% and 16%, respectively, met STAAR standards, compared to 61% and 64% for Texas. DeSoto ISD places a strong emphasis on innovative college and career preparatory programs including magnet programs at every school level; however, DeSoto High School students continue to struggle academically, and STAAR test results indicate they need significant supplemental supports in the form of engaging and effective supports and interventions. In addition, as a result of offering innovative (magnet) programming, the district is attracting students at an unprecedented rate. As a result, existing district resources have been further stretched, and supportive services are not readily available to equitably meet the needs of all students, particularly the district's large proportion of at-risk students, including the 1,633 at-risk students attending DeSoto High School. **Project SOAR** activities are designed according to needs assessments and data sets (campus data, targeted student needs, and student and family voice and choice.) The highest-priority "Identified Needs" are: 1) improve academic performance; 2) improve college and career readiness; 4) increase health and wellness awareness; and 5) increase parent and community involvement. Likewise, in aligning the proposed activities to the identified needs we designed activities around a "SMART" goal (specific, measurable, achievable, relevant and time-bound) to meet each need. We are therefore proposing activities and services that complement the school day, apply current resources, and are engaging, innovative, and grounded in research-based practices.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Planned Partnership Description: In developing this 21st CCLC Program, DISD, a recipient of Title I funds, received exceptional support from government officials, universities, educational institutions, community-based organizations, and private businesses; these will continue to fully support the district in this initiative (Letters of Support on file at DISD). As a result of a systemic needs assessment process conducted during the planning stage (as described in Schedule # 16, Statutory Requirement 1) and in response to this requirement, DISD has created a **planned partnership** with an eligible local partner organization - **Cedar Valley College** (Letters of Partnership on file at DISD) - to assist in **eliminating the identified gaps and weakness while increasing academic performance of students**. The **Project SOAR** Program Advisory Council, administrators and staff explicitly and strategically sought out partnerships that added value as well as represented an expansion of the capacity of DISD High to achieve its programmatic goals and increase the scope, quality and sustainability of services to be provided by **Project SOAR**. From the onset, partners were involved in the planning and development of this OST initiative, and they will continue to do so through the established **Project SOAR** Advisory Council. These entities will not only play a critical part in planning, guidance, implementation, and evaluation but will also have a pivotal role in delivering the academic strategies and enrichment services required to meet or exceed program objectives.

Contributions Toward Achieving Stated Objectives: DISD selected a partnership with Cedar Valley College (CVC) as CVC is a diverse organization based in the community that can assist with the successful implementation of the program including project development, provision of services, evaluation of program effectiveness, and ongoing sustainability efforts. CVC has an ongoing history of in providing high quality and innovative educational programs. As a long-term partner of DISD, CVC will provide students with access to several **college awareness, preparation and readiness services** designed to enhance overall learning for students of all ages. **Project SOAR** program staff will also receive professional development and capacity-building training. To ensure that students maintain an ongoing interest in and are retained in the program, CVC will deliver highly-engaging, interactive college/career readiness enrichment activities with a goal of encouraging and promoting a college-going culture: **educational opportunities** and access to college knowledge/awareness; guided college visits/tours; career exploration and planning; campus admission, requirements and process training; tutoring; mentoring; non-cognitive skills development; and dual/concurrent enrollment. An array of quality services will result from the planned partnership to include instruction in a sound learning environment that builds confidence while developing college goal attainment, discipline, structure and time management, and 'soft skills' that help students succeed in the workplace. Students and families will be provided a **strong early foundation of rigorous academic exposure** designed to lead to increased graduation rates, college readiness and improved outcomes on state standardized assessments. This critical partnership will serve to support student and parent engagement in alignment with TEA's ACE Critical Success Factor of 'Students' and families' active participation and engagement in learning'. Through this partnership the Family Engagement Specialist will be exposed to **research-based tools, curriculum, and training** empowering the Specialist to create and sustain an effective parental involvement program in schools, and evaluation instruments to determine the effectiveness of parent programming. Students and parents will be provided a wide array of services including but not limited to: financial literacy; and access to career exploration/readiness and college/career related services including job skills training, job search assistance, job referral and adult basic education. **Project SOAR** programming will occur throughout the school year in an afterschool setting and CVC will also be deeply involved in the development and implementation of summer programs. Through this planned partnership, DISD aims to increase the academic achievement level of targeted students while improving their behavior, attendance, promotion and graduation rates, and increasing family member competencies.

Additional Supporting Collaboration: DISD and participating schools along with the primary partner CVC will also collaborate with the following educational, workforce, social, community, and private organizations and entities that will contribute to achieving stated objectives and sustaining the program over time in the delivery of effective program services: Project Still I Rise, Texas Instruments, Texas A&M Agricultural Extension, Texas Workforce Commission, University of North Texas and YMCA. These collaborating organizations have been selected for their ongoing support, resources, expertise, knowledge, and long-term commitment to delivering a wide range of academic, STEM-based learning, socio-emotional intelligence, behavioral support, student leadership development, enrichment programs, college/career readiness and workforce skill development.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

DISD's current afterschool support programs are inadequate for DeSoto High School students, of which 50.8% are at-risk. DISD, along with its partners, plans to address this critical need for student supports and create an educational support structure that will positively impact student performance, attendance, discipline referrals, advancement, high school graduation rates and career competencies, thereby creating a generation of college and workforce ready students. Beyond the regular school day, **Project SOAR** is an all-inclusive afterschool and summer program that will offer an array of engaging supplemental academic and enrichment opportunities to DISD students and their families, particularly those identified as at risk of academic failure or drop out. Services will focus efforts on: 1) targeted, TEKS-aligned, evidence-based academic interventions, enrichment, tutoring, and homework support for students identified in most need of academic assistance; 2) engaging, interactive enrichment activities; and 3) a Summer Session to minimize summer learning loss and support learning in all core content and enrichment areas (Reading, Writing, Science, Math, Social Studies, Technology, Art, Physical Education/Wellness). **To Impact Performance:** **Project SOAR** will advance students' proficiency in core subjects through research-based, afterschool and summer small group and one-to-one tutoring, homework assistance, credit recovery, STAAR-EOC preparation, advanced coursework and honors course preparation, project-based enrichment activities, theme-based instructional units, study hall, book study and reading clubs, creative writing and literary journal labs, robotics and other STEM clubs, arts, sports, and family support and mentoring activities. Methods whereby these activities will be delivered include but are not limited to: 1) students will participate in targeted homework, tutorial, and evidence-based assistance every day for at minimum 1 hour; 2) all students will receive STAAR-EOC preparation/tutoring; 3) all students participate in enrichment activities (including robotics, arts and sports) that complement their school work; 4) students/families participate in engaging and afterschool project-based enrichment activities. **To Improve Attendance** Research has demonstrated that quality afterschool programs are positively linked to increased school-day attendance (Huang, Gribbons, Kim, Lee, & Baker, 2000; Welsh et al., 2002). Through engaging, high-interest afterschool and summer-based programs at the center, **Project SOAR** will provide: 1) Enrichment activities to strengthen leadership skills, character, civic responsibilities, creative expression, critical thinking and problem-solving skills; 2) Wellness and fitness activities; 3) Project-based enrichment classes with real-world connections to enable students to develop and strengthen multiple skills; and 4) Exposure to computer technology and literary arts. Site Coordinator will be responsible for establishing an advocate relationship with each student, monitoring attendance in all classes and being the point of contact for follow up activities. Phone calls, home communication and/or visits will also be utilized. **To Decrease Discipline Referrals/Improve Behavior:** An evaluation of 21st CCLC programs found a positive, statistically significant relationship between greater attendance and improvement in student motivation, attentiveness, prosocial behaviors, and homework completion and quality (Naftzger, N., Vinson, M., Manzeske, D., & Gibbs, C., 2011). **Project SOAR** will be required to provide: 1) Social-emotional learning and project-based activities that promote healthy lifestyle choices and offer service learning to teach civic obligations; 2) Parental engagement, outreach, training and skills to increase parent-school involvement and parent-youth communication, as well as offer all families strategies to support learning and education success at home; 3) Connection for students with a caring adult to serve as an advocate/mentor with targeted one-on-one/small group interaction and counseling; 4) Parent services that build literacy, self-esteem and self-confidence to equip parents to play a meaningful role in the education of their children; 5) Structured programs deliberately developed around interests chosen by students. **To Promote Academic Advancement:** **Project SOAR** will offer: 1) systematic assessment strategies, diagnostic and post-testing, behavior management, frequent monitoring, and student support teams; 2) differentiated instruction and Individual Education Plans; 3) classroom/STAAR-aligned tutoring and homework assistance; 4) innovative learning strategies that actively prepare students for real-world applications and also increase parental involvement; and 5) teacher professional development on instructional strategies and how to actively engage students in the learning process. **Improve Graduation Rates & Career Competencies:** **Project SOAR** will: 1) target students identified as less likely to graduate; 2) provide personalized instruction, tutoring and standardized test preparation, including for SAT/ACT college entrance tests; 3) involve students and parents in decision-making; 4) provide students with rigorous academic core instruction blended with high-quality career/technical course sequence; 5) provide career and college preparation that builds career competencies by assessing students' skills and interests; 6) expose students and parents to higher education and careers via college visits and career fairs; and 7) provide individual graduation/college/career guidance and counseling to all students to help ensure all graduate with a plan for post-secondary education or a skilled career.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

DISD is keenly aware that afterschool programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh, & Russell, 2001), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006). Another meta-analysis of extended learning opportunities (ELOs) found that ELOs can positively impact academic outcomes, particularly when ELOs are purposefully aligned to a school's curriculum and its students' needs (Bowles & Brand, 2009). Research also supports that students who participate in targeted and structured after-school academic programs demonstrate an increased knowledge in core academic competencies and performance. Several studies demonstrate that students who participate in after-school programs achieve higher grades and higher standardized test scores than students who do not participate in after-school programs (Shernoff, D., 2010). Equipped with extensive research and evidence of effective programs, **Project SOAR** will incorporate research-based best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development, and postsecondary and workforce preparation in the design of the proposed activities and services. **Project SOAR** activities and services are designed to achieve the following:

1) Complement/Enhance Performance: all **Project SOAR** activities will align with the TEKS, school-day curricula, DISD academic goals, and the DISD Improvement Plan. **Project SOAR** staff will develop unit/weekly lesson plans that focus on research-based strategies, content integration and TEKS alignment (and ELPS for ELL learners).

2) Academic Achievement: research- and evidence-based best practices to provide educational and enrichment activities that reinforce learning and enhance academic performance, achievement, college readiness, workforce preparation (middle school), and positive youth development of participating students. To ensure that students are mastering TEKS and STAAR core academic concepts, **Project SOAR** services complement daily learning and academic instruction with targeted extended day learning opportunities both before and after school. **Project SOAR** will offer after school learning supports and intervention activities for students for 2.5 hours per day, after school, in the fall and spring, five days a week (12 hours) and a morning Academic Tutorial (Monday thru Friday, 6:30-7:30 am), for a total of 17.5 hours each week. A Summer Session will begin June 4, 2019 for 6 weeks, 5 hours per day (Mon.-Fri.), ending July 19, 2019. Tutoring and hands-on learning activities will be designed to support students in: increasing proficiencies in core academic subjects; meeting state and local academic achievement standards; and ultimately graduate college and career ready.

3) Positive Youth Development: Evidence-based studies further indicate that increased parent involvement has a positive impact on youth development and mastery of basic skills needed for future success in school. Research demonstrates that students with high parental involvement in their academic careers overall demonstrate significant higher grade point averages and mastery of basic skills (Topper, D., et al, 2011). Family engagement activities will provide opportunities for parents and students to come together to participate in engaging learning activities; provide parents insight into what their child is learning in school; and allow parents to increase involvement in their child's learning and gain skills to effectively support student learning and youth development at school and in the home.

4) Summer Session: Supported by evidence that summers spent without learning significantly contributes to the underachievement of students (Smink, J., 2011), **Project SOAR** will host a 6-week Summer Learning Opportunity. Focusing on infused academic/core and enrichment (Reading, Writing, Science, Math, Social Studies, Technology, Arts, Physical education, Wellness, etc.), methods of effective/promising programs (experiential learning techniques, field based instruction) will be incorporated into the summer learning opportunity.

5) Postsecondary and Workforce Experiences: all instruction is designed to be innovative, hands-on, and fun, while teaching students applicable workforce and life skills to improve academic performance. The Cedar Valley College partnership will also support and provide targeted services in the area of college and workforce readiness activities and college/career, jobs skills training, workforce development, etc. Key college/workforce readiness services include: SAT prep, robotics and coding clubs, financial planning, college/career counseling, college/workforce related speakers, job fairs, college tours and visits. Students and families will participate in college and workforce readiness activities and services based on student/parent voice and choice. Students will also participate in innovative college and workforce readiness activities and services in the Summer Session.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

With **Project SOAR** in place, the center will provide engaging OST services designed to effectively close achievement gaps, improve student achievement and create an educational structure that supports at-risk students in grades 9-12 in order to improve academic performance, promotion rates, positive behavior and graduation rates, creating a generation of college and workforce ready students. Activities are designed to support students in meeting academic achievement standards in core academic subjects, and designed to reinforce and complement the regular academic program of participating students. To improve achievement **Project SOAR** will provide targeted, TEKS aligned (and ELPS aligned for ELLs), research-based academic interventions and prescriptive tutoring afterschool and before school to the students identified in most need of academic support. To continuously provide students and families with activities and services that improve campus and student academic achievement, the activities will be intentionally designed and continually evaluated using campus data, targeted student needs, and family and student voice and choice. **Program Activities:** These will consist of project-based enrichment, tutoring, homework assistance, leadership development, mentoring programs; and STAAR-EOC test prep, and other approaches as indicated by student needs. **Collaboration:** In addition to the partnership with Cedar Valley College, **Project SOAR** will collaborate with the following educational, workforce, social, community, and private organizations and entities that will contribute to improved student achievement and overall student success: Project Still I Rise, Texas Instruments, Texas A&M Agricultural Extension, Texas Workforce Commission, University of North Texas and YMCA. These collaborating organizations have been selected for their ongoing support, collaboration, resources, expertise, knowledge, and long-term commitment to delivering a wide range of academic, STEM based learning, socio-emotional intelligence, behavioral, student leadership development and enrichment programs. The collaboration with aforementioned experts in their respective areas coupled with innovative teaching strategies, as well as technology-based, hands-on activities aligned with students' interests, is strategically designed to promote student success and increase positive student outcomes. For example, in the event students are in need of additional assistance, they will receive resources, tools and support strategies from a trained educator, through individual or small group tutoring directly aligned with classroom instruction. Extra time for direct academic support is essential, but the program takes additional steps to improve academic outcomes with innovative, research based tools and resources. One example is the current DISD collaboration with Texas Instruments (TI). TI will provide students with access to several state-of-the-art technologies and software learning systems designed to enhance overall learning for students of all ages. Balancing academic support with a variety of engaging, exciting, and structured extra-curricular or co-curricular activities that promote youth development in a variety of real-world contexts will support and improve academic performance. Integrated with these activities, students at the center will therefore receive a broad array of additional services, programs, and activities, such as youth development activities, counseling programs, robotics, art, music, and recreation programs, technology education and engineering-based programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students. **Academic Needs/Data Usage:** **Project SOAR** will utilize its campus needs assessment and individual students' academic data to create and implement academic and enrichment programs that effectively increase student academic achievement and success. Based on data, **Project SOAR** and partners will provide a comprehensive program that will allow each student to participate in activities that best suit his/her needs for improving academic achievement and success. **Extended/Enriched Learning Activities:** Extended learning will be aligned with the school day in the form of targeted tutoring and homework assistance provided by highly qualified tutors and off-duty teachers. Enrichment will also be embedded into learning and be more flexibly aligned with the school day and take many forms including STEM and project-based learning and hands-on experiential activities. Activities to improve student achievement levels will also include educational intervention and academic support activities, age and developmentally appropriate academic enrichment learning programs to support students to improve academic achievement through: project-based enrichment activities; tutoring and homework assistance; targeted literacy, numeracy, and study skills development; and STAAR-EOC test preparation. **At-Risk Student Needs:** Students needing additional assistance will receive individual or small group tutoring that will be directly aligned with classroom instruction. Extra time for academics will be balanced with a variety of engaging and structured co-curricular activities that promote youth development, supports improved academic performance, and complements the regular academic program such as: youth leadership and character development; arts, sports, fitness and recreation programs; college awareness including tours of local colleges/universities; educational field trips; career exploration and workforce preparation; project-based learning; and social emotional learning opportunities (bullying prevention, etc.).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The **Project SOAR** Project Director, Family Engagement Specialist, Site Coordinator and all partners will be dedicated to implementing outreach and marketing efforts to ensure local residents are fully aware of the availability of community learning centers and educational opportunities, along with locations, schedules, and campus contacts.

Disseminate Information: **Project SOAR** staff will work closely with school administrators and staff at each center/participating campus, planned partners, local community and faith-based organizations, and other local youth-serving entities, to effectively and thoroughly **disseminate program information**. This will be accomplished through an extensive **marketing/community outreach** initiative which will include:

- Promoting program through the district's and key partners' websites and social media pages (Facebook, Twitter, etc.) and its ACE Program webpage and partners' and service providers' websites and social media pages;
- Creating and distributing informational flyers, brochures, and school newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community;
- Exploring opportunities to reach out through new private social-networking sites such as Nextdoor.com (<https://nextdoor.com>), where families can communicate information about the program to their neighbors;
- Distribution of flyers and posting of large informational signs throughout local neighborhoods and communities;
- Public service announcements and press releases and posting of information in local newspapers, including Spanish Language newspapers, neighborhood publications and community newspapers; and
- Announcements, presentations and information booths/tables at student/parent orientation, quarterly School Board meetings, and PTSA meetings.

Project SOAR will also include Texas Ace Blueprint strategies for outreach including: regular communications to principal, school day staff, partners, Board members; regular community networking; using the ACE Promo Center and other outreach materials that TEA provides for Grantee use; and sharing ACE program successes and evaluation results at school and community meetings. To ensure that all outreach efforts are understandable, accessible, and transparent, all marketing information (written, verbal, and electronic) will be available in both English and Spanish. Further, the Texas ACE© logo will be included in all outreach/communication materials in compliance with Texas ACE© branding guidelines.

The Project Director and Family Engagement Specialist will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTSA and Parent University meetings, Back to School Nights, Open Houses, Family Nights, student assemblies, in-school announcements including over the Public Announcement (PA) system, and all staff meetings. The following service providers have also agreed to actively disseminate information about this ACE Program to their clients and participants: Project Still I Rise, Texas Instruments, Texas A&M Agricultural Extension, Texas Workforce Commission, University of North Texas and YMCA. Each service provider will enable information about the program to be disseminated to a unique group of community members, such as parents who work at these service providers. The Project Director will set-up informational displays and posters at local community events, recreation and community centers, parks, and community organizations which serve local students and working families.

To supplement outreach and recruitment efforts, **Project SOAR** will also air public radio announcements throughout the school year through public service radio announcements in both English and Spanish. This extensive and inclusive outreach campaign will commence immediately upon award. Additionally, **Project SOAR** will host recruitment drives at its schools throughout the school year, once per semester at minimum, to further engage and recruit eligible students for participation. Finally, **Project SOAR** will recruit active students to personally get involved in outreach efforts by speaking at school and local community groups and coordinating information and access fairs to overall promote the community learning center. All materials will be in easy-to-read language (English and Spanish) and will outline the specific steps of the enrollment process, location, and contact person to ensure all students and parents have equal access to center information. Upon program commencement, the program will regularly communicate program information to ACE Program student and parent participants, key partners, and supporting providers through: the ACE Program website and social media; weekly/monthly distribution of e-newsletters; and quarterly and annual reports to the DISD School Board.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Student Travel to and from ACE Program Sites:

Transportation Needs of Participating Students: DISD and its partners are proposing to implement this ACE Program at the DeSoto High School campus, serving a predominantly minority, educationally-disadvantaged community. **Project SOAR** will enable DISD to reach and serve students and families most in need of academic and educational supports. For this reason, DISD has developed a comprehensive plan to ensure that the transportation needs of the families we serve are fully-addressed, and that transportation does not serve as a barrier to these families accessing the services and benefits of **Project SOAR**. The plan includes the following elements.

Transporting Students from Center Back Home: Students participating in the ACE program will be directly dismissed from their school day to the ACE Program located on their home campus. As such, students will not require transportation to the center immediately after school. ACE Program staff will work with school day staff to establish a protocol to ensure a smooth and safe transition at dismissal. Students are required to sign-in and sign-out of each activity in order for accurate attendance to be maintained by this ACE Program staff. Once daily after school programming ends, students will have the option of securing their own transportation or utilizing school bus transportation from the center back home. Bus transportation will be available and provided by DISD. **Project SOAR** will obtain the necessary parental consent that includes the selection of transportation for their children. Bus transportation will be available at the end of daily afterschool activities (Monday – Friday) as well as during summer programming. As part of its operations management, and in alignment with the Texas ACE Blueprint, transportation program logistics will include busing schedules and signed parent permission forms which will be maintained by ACE Program staff.

Student Travel to and from ACE Program Off-Site Activities:

As a part of **Project SOAR**, DISD buses will provide transportation services for all participating students of both after-school and summer enrichment activities. DISD will also provide daily busing of students after all project activities, including off-site community service project activities or educational field trips. Further, during activities located in areas other than the home center site (i.e. TEA approved educational field trips, etc.), DISD will provide transportation from the location back to the home center site. Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio.

Transportation Guidelines and Policies: **Project SOAR** will follow DISD transportation guidelines, policies, and procedures in the safe and timely transporting of students. DISD is committed to providing safe, reliable and professional transportation services for its students according in adherence to applicable State and Federal Laws. Emergency protocols for any unanticipated transportation incidents will be implemented at each center in accordance with approved emergency policies and procedures of DISD.

Pick Up Time Policy and Notification: Bus route stop times are scheduled as accurately as possible, and drivers are instructed to arrive safely at each stop at the designated time. Due to possible variances between individual clocks, students are asked to arrive at the bus stop 5 minutes prior to the scheduled arrival time. Drivers will depart the bus stop when students are safely seated. In order to maintain the schedule and arrive at school on time, Drivers cannot wait for late students. Once ACE programming has ended for the day, all buses will wait for students to board. Students are expected to proceed immediately to the buses. Once school officials release the buses from school, drivers are instructed not to stop or open the door for late students. If students run after moving buses, expecting a bus stop, it creates a safety hazard due to the students being too close to moving bus wheels.

Before the beginning of each school year, Transportation notification letters will be mailed to the parents or guardians of all students currently eligible for school bus transportation at DISD. Students who may be eligible for transportation by the Residence Address, but who do not have a stop assignment, will receive a letter informing them to call DISD to request school bus transportation, if needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DISD values the knowledge, experiences, and support that volunteers can bring to **Project SOAR**, and embraces individuals of all races, ethnicities, and ages (as appropriate) to serve as volunteers supporting its schools and communities. As such, DISD actively seeks the support of appropriately qualified volunteers who will support the District's mission: "to prepare each student academically and socially to be a problem solver and productive citizen for a 21st-century global society."

Screening and Placing Volunteers: **Project SOAR** understands that the use of volunteers is encouraged and can help provide students with an adult advocate, which is emphasized in best practice research on out-of-school time as well as a critical success factor for Texas ACE. As such, **Project SOAR** will execute safe, structured volunteer programs. As delineated in the Texas ACE Blueprint, and in accordance with Senate Bill 9, all volunteers who will have direct interaction with children and youth in the program must be fingerprinted and undergo a criminal background check in order to ensure the ongoing safety of all children served. DISD implements several volunteer programs to support its array of student, parent, and community programming. Interested individuals will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support in volunteer opportunities.

DISD Parent University: In preparation for **Project SOAR**, DISD received exceptional support from parents and the local community that have and will continue to fully support this after-school initiative. **Parent University** is an innovative parent education program designed to benefit children and families from traditionally low-performing student populations. The vision of Parent University is to develop a learning environment for parents, so they can have a greater impact on their child's education. Decades of evidence-based research demonstrate that involving families and the community contributors to children's academic and social success. According to the Child Trends Data Bank, Parental Involvement in Schools Report (2013), students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. As such, **Project SOAR** will actively seek individuals from Parent University to support a wide array of program activities and events. Volunteer opportunities will include, but not be limited to: • mentoring and tutoring students; • serving as chaperones on field trips; • assisting with the conceptualization, organization, and implementation of community service learning projects and social-emotional learning activities; • helping with summer activities in STEM and the arts; • providing support during recreational events and celebrations; and • providing engaging informational college and career readiness presentations. Parent University volunteers will also be recruited to support parent engagement and involvement. Volunteers will also provide peer-to-peer skills training and may include: • parent/youth communication; • advice on accessing community resources for their child and family; and • how to increase involvement in your child's learning; and • skills building in effectively supporting student learning at home.

Senior Volunteers: Growing evidence demonstrates that older adults excel as mentors and tutors. Research shows that to make a difference in young lives, the key factors are patience, taking the time to listen to children while avoiding the impulse to offer quick solutions, and the capacity to show up consistently – virtues often displayed by seniors (Aging Networks Volunteer Collaborative, *"Because We're Stronger Together: Intergenerational Programs Engaging Youth in Service to Older Adults"*, 2013). Also, many of DISD's students are being raised by their grandparents who have valuable input and feedback regarding their grandchildren's education. As such, **Project SOAR** will readily welcome and solicit the volunteer support of senior individuals. **Project SOAR** will train qualified senior individuals to be effective volunteers during afterschool activities with both students and parents. DISD and collaborating partners will recruit senior volunteers from a wide range of organizations such as Retired Teachers Associations, Lions Club members, church volunteers and current volunteers who provide services at DISD or through partner organizations. Senior volunteers will be trained in evidence-based after-school support strategies. Senior volunteer activities may include but are not limited to: student tutoring and homework; storytelling and reading support; student writing projects; and the coordination of enrichment activities, family engagement events, and summer programs. Senior volunteers may serve as chaperones during field trips and may assist staff in the transition of students from school to **Project SOAR** during afterschool hours. Interested senior volunteers may also assist with fundraising and development activities such as mail-outs, staffing and coordination assistance during philanthropic events and donor drives, and community outreach and marketing of **Project SOAR**.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Preliminary Plan for Center Sustainability: Project SOAR understands the importance of sustaining effective and much needed programs – particularly when the programs directly affect the success and futures of the children in an impoverished community, where the continued provision of academic and other supports is crucial. DISD initiated plans for Project SOAR sustainability during program planning and will immediately execute these plans upon contract award.

To ensure Project SOAR continues after funding ends, the following sustainability strategies will be implemented:

- Create and implement a marketing and fundraising campaign through which Project SOAR's successes will be highlighted and disseminated through various media outlets in order to attract potential funders;
- Host philanthropic engagement events and Project SOAR open houses to showcase the program and solicit future funding from individual, corporate, and foundation donors;
- Engage partnering service providers to contribute and pool resources to financially support Project SOAR. Project SOAR will also utilize the Texas ACE Blueprint as a resource for sustainability planning and will utilize TEA training resources to supplement sustainability efforts.

Addressing Local Needs and Resources to Achieve Sustainability: Project SOAR and partners will work with service providers and community stakeholders to develop sustainability plans that: address unique local student, school, family and community needs; consider local resources; and demonstrate how Project SOAR will achieve sustainability. Project SOAR will ensure that community needs continuously drive this program and that the community is aware of program benefits and contributions to students and local residents in this area. Parents, business representatives, service providers, and residents will also be invited to participate in the Project SOAR Program Advisory Board to provide continuous feedback and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase program quality and visibility.

External Funding Support: Project SOAR staff and Program Advisory Board will commence extensive efforts to identify and secure grant funding from federal, state, and private resources, foundations, and corporations that can be utilized to support Project SOAR services when grant funding ends. The team will also execute a donor engagement campaign through which they will identify potential supporters, including representatives from local businesses, foundations and community organizations, and hosting tours where visitors can observe compelling examples of ongoing activities, learning, and engagement taking place.

Board and Leadership Endorsement: Project SOAR is unanimously endorsed by DISD's Board of Trustees and top leadership, as validated by their attached letters of commitment to program sustainability. As such, campus leadership and educators will provide guidance and support time at no-cost to the program.

Building Systemic Infrastructure of Expanded Learning Opportunities: DISD has already established a strong organizational base and systemic infrastructure for this ACE Program including policies, procedures, systems, and schedules. With the exception of requested items delineated in the budget narrative, DISD will provide items including but not limited to: computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, math and science lab supplies, software, text books, etc.

Leveraging Resources and Partnerships: During the design and conceptualization of Project SOAR, DISD and partners developed plans to leverage and coordinate resources in support of the program throughout the life of the grant. DISD and partners will bring multiple resources to the program (at no cost to the grant) which can be leveraged including, but not limited to, use of facilities and utilities, administrative and organizational support, staff time, educational resources, and more. Additionally, key service providers were strategically selected for their expertise and experience that increase the capacity of Project SOAR to continue offering services to students and that can be leveraged to support programming. Service providers include: Project Still I Rise, Texas Instruments, Texas A&M Agricultural Extension, Texas Workforce Commission, University of North Texas and YMCA. Project SOAR staff will also receive various resources from its partnership with Cedar Valley College, including but not limited to professional development and capacity-building training from the College. In addition to contracted services, several partners have agreed to supplement their contractual services with in-kind support and resources to sustain this ACE Program programming. DISD will also utilize TEA state-level resources which assist programs to implement sustainability strategies.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Coordination of Efforts for Effective Use of Resources:

Plans for sustainability of **Project SOAR** will be an ongoing focus of DeSoto ISD. The ACE Program will be housed at the district office under the Division of Magnet and Innovative Programs and, as such, will have access to all resources and student programs available within this division. For example, DeSoto ISD was successful in securing both a U.S. Department of Education seven-year GEAR UP (GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs) grant in 2014 and an Investing in Innovation Fund (i3) three-year grant in 2015.

Similar to Texas ACE objectives, GEAR UP and i3 programs are designed to improve student achievement, academic growth, and performance, increase promotion and graduation rates, and ultimately increase college enrollment. To ensure the most effective use of public resources, the DeSoto ACE Program will be integrated within the Division of Magnet and Innovative Programs with these school-based enrichment and academic programs (GEAR UP, i3), sharing resources (as allowable), coordinating efforts to limit duplication of services, and maximizing effectiveness of grant funds. Further resources for students and families related to college readiness is available through the Texas GEAR UP website. The goal of GEAR UP aligns closely with Texas ACE: to create a college-bound culture through a combination of integrated programs aimed at meeting high academic standards, developing long-term learning goals, fostering peer group support for high achievement, and providing exposure to available choices in post-secondary education and careers. At the Texas GEAR UP site, students and parents can access a range of resources pertaining to preparation for college, a broad-ranging subject which may be especially overwhelming and intimidating for the many lower-income families whose children attend DeSoto High School. This resource assists in families and students developing a college-readiness mindset early in their academic career, and in providing a wealth of guidance on navigating the college application process.

In a testimony of support for this project, DISD will provide use of its facilities, classrooms, and administrative services for participating teachers, students, parents, and staff at no cost to the proposed program. Furthermore, with the exception of requested items delineated in the budget narrative, DISD and participating campuses will provide items including but not limited to: computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, TI-Nspire calculators, lab supplies, software, text books, and other resources. All resources will supplement, not supplant local, state, or federal expenditures or activities.

Building long term support/commitment from partners:

Finally, to further utilize and leverage public resources, **Project SOAR** has enlisted the support of contract providers as partners for their ongoing support, collaboration, organizational foundation, resources, expertise, knowledge, skills, experience and leadership in delivering a wide range of academic, behavioral, enrichment and workforce programs. In coordination with other federally funded activities, each partner will have a unique role in supporting and delivering academic strategies and enrichment activities during after-school, weekend, and summer programming. Partners include: Project Still I Rise, Texas Instruments, Texas A&M Agricultural Extension, Texas Workforce Commission, University of North Texas and YMCA. In addition to contracted services, partners will offer in-kind support to supplement **Project SOAR** programming. The following partners provide services free-of-charge: Texas Workforce Commission (job readiness training, resume writing, internship opportunities); Texas A&M Agricultural Extension (nutrition classes and workshops for students and parents, and development of campus gardens as a community project); and University of North Texas (Early College Coursework for 11th-12th grade students in basic studies, resources for summer internship opportunities, and resources for scholarship programs). Partners will also contribute specialized equipment, supplies, and materials to support activities to be validated in a MOA upon contract award. Partners will be asked to sustain services and support throughout the grant period and beyond. DISD will also apply for additional federal, state, and private grants and resources to sustain ACE activities beyond grant.

Finally, the DISD Board and campus leadership will strongly advocate for continuance of this project after the grant period has ended.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	DeSoto High School 600 Eagle Drive DeSoto, TX 75115		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	057906001				
	Cost per student	\$914				
	"Regular" student target (to be served 45 days or more annually):		200	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
	Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:						
Cost per student		\$				
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name						
9-digit campus ID number						
Estimated transportation time						
Center 3		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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	9-digit campus ID number			
	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 057906			Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
Center 5	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
Center 6	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			

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9-digit campus ID number					
Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 057906				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
Estimated transportation time					
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
Estimated transportation time					
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
Estimated transportation time					

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	Estimated transportation time				
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 057906			Amendment # (for amendments only):		
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name:				
	9-digit campus ID number				
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Management Infrastructure: DeSoto ISD and DeSoto High School pledge their commitment, personnel, resources, facilities, work space, and active participation to ensure **Project SOAR** Program is an integral part of its daily operations and administrative procedures. Through this design, DeSoto ISD will collaborate with internal federal, state, and local programs to maximize resources for its target population. Supervised by the Executive Director of Innovative Programs, **Project SOAR** will hire a full-time Project Director to provide the overall leadership and oversight to ensure high-quality programming is being implemented to all participants. A Site Coordinator will be hired to coordinate and ensure high-quality project services are being implemented effectively at the ACE center and will regularly monitor the center on-site to observe service delivery. The Site Coordinator will be responsible for supervising all phases of the program. A Family Engagement Specialist will be responsible for planning, coordinating, and implementing culturally relevant family programming. Teachers will be hired to deliver high-quality instruction to participating students aligned to classroom instruction while para-professionals and tutors will be brought on board to provide additional coaching, guidance, and support to students and parents.

Operating Schedule. **Project SOAR** will annually serve a total of 200 students in grades 9-12 and 50 parents. ACE Program activities will begin effective August 27, 2018, and will continue through Fall 2018, Spring 2019, Summer 2019 and ongoing thereafter, resulting in 42 total weeks of service. **Regular School Year Schedule:** ACE Program services will be implemented for a minimum of 3.5 hours per day, Monday – Friday (17.5 hours per week) for 36 weeks during the regular school year. The program will not operate during school holidays, the Winter Break, or Spring Break. Provided below is a regular school year schedule for the DeSoto **Project SOAR** Center.

Time	Activity
<i>Morning Session</i>	
6:30 AM - 7:30 AM	Academic Tutorials including students enrolled in Pre-AP / AP Courses
<i>Afternoon Session</i>	
3:30 PM – 4:45 PM	Check-in. Academic Assistance: prescriptive tutoring, homework help, Writing Center, College and Workforce Readiness, SAT prep
4:45 PM – 6:00 PM	Enrichment: sports, fine arts, leadership, SEL/PBIS gender-specific groups Robotics and Coding clubs, financial planning, college/career counseling/speakers/fairs
6:00 PM	Check - out and bus departure

Summer Schedule. **Project SOAR** will also provide an annual Summer Learning Opportunity for 6 weeks from June 4, 2019 – July 19, 2019. The summer session will operate Monday – Thursday for 5 hours per day (8:00 am – 1:00 pm).

Operational Plan: DeSoto ISD will implement an operational plan which will include the routine input of district administrators, educators, **Project SOAR** Program staff and Advisory Council members, and additional stakeholders. Routine feedback will be utilized regularly to refine, evaluate, and oversee the program activities to ensure strategies and objectives are accomplished as planned. Site Coordinator will also establish a Campus Leadership Council which will include the participation of the principal, teachers, curriculum specialists, **Project SOAR** staff, parents, and students. Feedback will be solicited from this team to support continuous program improvement. **Program and Fiscal Monitoring:** **Project SOAR** Project Director will establish and utilize a timeline as a guide to ensure the timely implementation of program services and achievement of outcomes. The timeline, outcomes, and program data will be reviewed monthly with key DeSoto ISD administrators and **Project SOAR** staff, as well as with the Advisory Council and key stakeholders quarterly, to review program strengths, deficiencies, and appropriately guide effective decision-making. When milestones are not met, the teams will develop an action plan. The Project Director will also work with DeSoto ISD's finance department to track and oversee project expenditures. This will include regular meetings with the finance department to review actual expenditures against proposed costs and to implement program revisions when appropriate to maximize resources.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Evaluation Plan: DISD will work with an independent external evaluator to conduct a comprehensive annual evaluation to assess the effectiveness of **Project SOAR** activities and measure the progress toward program goals. Each year a formative and summative evaluation will be implemented based on the processes outlined in the Texas ACE Blueprint. **Formative evaluation** will focus on addressing whether or not project activities are being implemented as designed and whether the project is making progress toward achieving Texas ACE objectives to improve the following: • Academic Performance, • School Day Attendance, • Positive Behavior, and • Grade Promotion Rates and • Graduation Rates. Formative data will be useful in analyzing current data, learning materials, student learning achievements, and effectiveness of program activities and services. In addition to the performance measures referenced above, a **summative evaluation** will determine whether or not **Project SOAR** brings about the following impacts: • increased utilization of school sites beyond “normal” school hours in a safe environment; • reduced numbers of unsupervised children in afternoons, on weekends and in the summer; • reduced actual and/or potential numbers of students engaging in drug abuse activities, in juvenile crime, and disciplinary incidents; • raised student academic skill levels and performance on standardized tests (STAAR) through aggressive on-going student academic supports in alignment with the school day and which target student academic needs; and • increased parental involvement.

Data Collection: A variety of methods will be used by the external evaluator to gather both **qualitative and quantitative data** for the **formative and summative evaluation** based on the processes outlined in the Texas ACE Blueprint and in compliance with FERPA including: • activity logs completed by staff and volunteers (daily); • annual surveys of participating students, parents, teachers, partners, school staff and project staff containing both closed-ended items and open-ended questions (annually); • focus groups to achieve consensus regarding issues of concern (annually); • comparison of pre-post records of participating students performance in reference to attendance patterns, course grades, grade promotion, and internal behavioral and disciplinary actions (annually); • formal and informal observations by project staff, teachers, partners, and school administrators (quarterly); • types of student programs, teachers' professional development activities, and adult training activities (weekly); • type of curriculum utilized (weekly); • student and parent participation logs (weekly); • professional development activities including who attended, how frequent, relevant topics and competencies gained (annually); • number of students served (weekly); • and other related program data to measure performance targets. The external evaluator will also assess program effectiveness on student achievement results by analyzing student-level academic data including, but not limited to: student grades; annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; promotion records; graduation rates, etc. The evaluator will conduct data analysis quarterly to assess program strengths and weaknesses and make timely recommendations for program modifications, as needed. Annual evaluation data will be compared to baseline data for each performance measure. Pre- and post-program surveys will be administered to teachers, students, and parents to collect baseline data (pre-survey) compared to post-program results, assessing the extent to which activities were successful in achieving proposed performance measures.

Using Program Evaluation Results to Improve Program Operations and Quality: **Project SOAR** staff will use evaluation findings to refine, improve, and strengthen the program. The evaluator will analyze data on a quarterly basis to yield timely feedback to Site Coordinator and the Project Director as a resource in data-driven decision-making. Ongoing formative evaluation will ensure each Center effectively achieves its goals and measurable objectives in a timely manner. When problems or issues are identified, the evaluator will immediately meet with the Project Director, Site Coordinator, and Principal to discuss recommendations and develop a formal plan of action to resolve or alter the service delivery for continuous improvement. The evaluator will conduct quarterly reviews and produce reports for DISD Administrators (Superintendent, Principal) and ACE Project Director. Evaluation data, reports, and evaluator recommendations will be used by Project Director to support future data-driven program decisions. DISD will submit a summary of the independent evaluation report to TEA no later than **July 31st** of each year.

Identifying and Correcting Problems in Service Delivery: To further support continuous improvement and program compliance with Texas ACE objectives, the Project Director will meet with the ACE team weekly to assess weekly progress and challenges and solicit feedback, ideas, and input into program operation. In the event that deficiencies, issues, barriers, or problems are identified that may hinder program success or compliance, information will be shared between ACE Program staff and school administrators (Superintendent, Principal) and an action plan to address the areas will be developed. Changes will be documented and communicated to administrative staff, teachers, students, and parents through emails, hard copy letters/memos, and/or announcements at ACE Program activities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 057906			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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